

About The New England Common Assessment Program

This report highlights results from the Fall 2012 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2012 Beginning of Grade 5 NECAP Tests

Grade 4 Students in 2011-2012

School Results

School: Great Falls Elementary School

District: Gorham School Department

Code: 1065-2632



Fall 2012 - Beginning of Grade 5 NECAP Tests

Grade 4 Students in 2011-2012

Grade Level Summary Report

School: Great Falls Elementary School
 District: Gorham School Department
 State: Maine
 Code: 1065-2632

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1																		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
With an approved accommodation																		
Current LEP Students																		
With an approved accommodation																		
IEP Students																		
With an approved accommodation																		
Students not tested in NECAP																		
State Approved																		
Alternate Assessment																		
First Year LEP																		
Withdrew After October 1																		
Enrolled After October 1																		
Special Consideration																		
Other																		

NECAP RESULTS

	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING				90	17	19	51	57	19	21	3	3	547	216	23	57	16	3	549	13,086	15	56	21	7	546
MATH				90	18	20	40	44	20	22	12	13	545	216	24	50	16	10	546	13,103	17	45	19	19	543
WRITING				90	10	11	34	38	36	40	10	11	540	216	12	38	40	9	541	13,053	10	35	42	14	539

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2012 - Beginning of Grade 5 NECAP Tests

Grade 4 Students in 2011-2012

Reading Results

School: Great Falls Elementary School
District: Gorham School Department
State: Maine
Code: 1065-2632

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 556–580)

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 540–555)

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

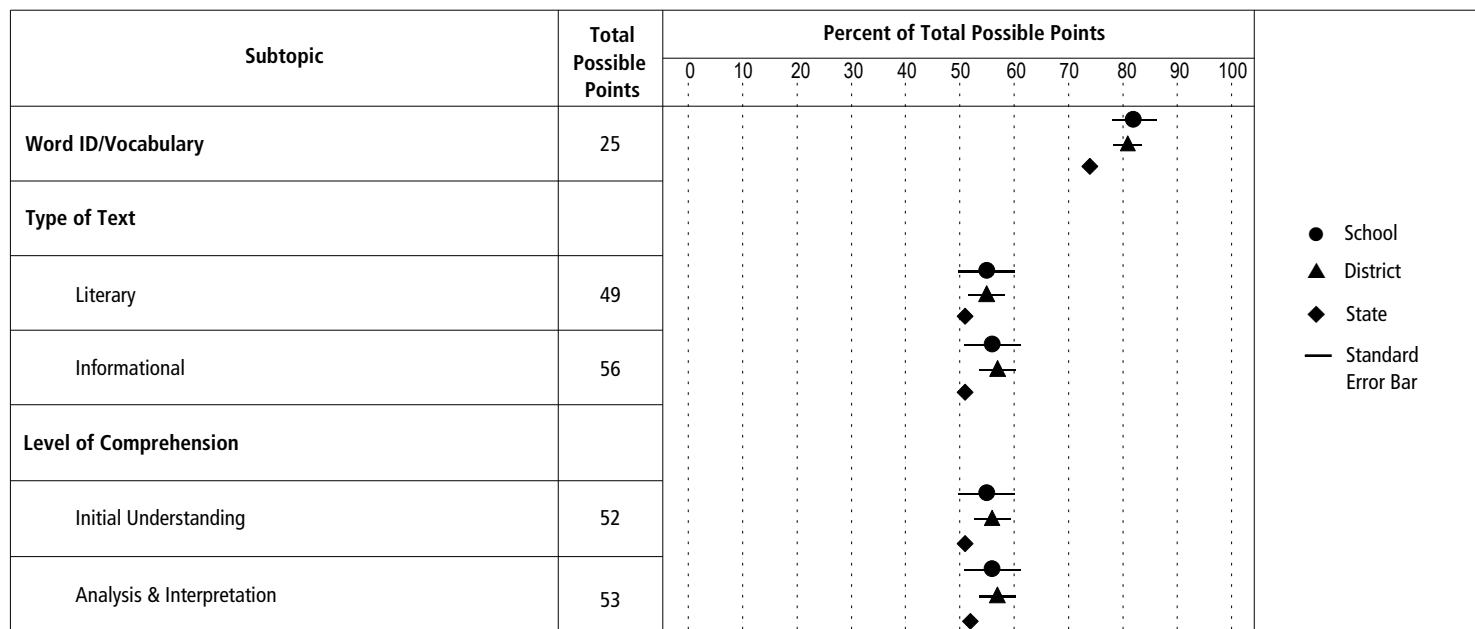
(Scaled Score 530–539)

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 500–529)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11													
2011-12													
2012-13				90	17	19	51	57	19	21	3	3	547
Cumulative Total													
District													
2010-11				185	33	18	116	63	24	13	12	6	547
2011-12				189	20	11	116	61	38	20	15	8	545
2012-13				216	50	23	124	57	35	16	7	3	549
Cumulative Total				590	103	17	356	60	97	16	34	6	547
State													
2010-11				13,460	2,072	15	7,399	55	2,860	21	1,129	8	545
2011-12				13,422	2,060	15	7,096	53	3,072	23	1,194	9	545
2012-13				13,086	2,028	15	7,320	56	2,773	21	965	7	546
Cumulative Total				39,968	6,160	15	21,815	55	8,705	22	3,288	8	545





Fall 2012 - Beginning of Grade 5 NECAP Tests

Grade 4 Students in 2011-2012

Disaggregated Reading Results

School: Great Falls Elementary School
 District: Gorham School Department
 State: Maine
 Code: 1065-2632

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				90	17	19	51	57	19	21	3	3	547	216	23	57	16	3	549	13,086	15	56	21	7	546
Gender																									
Male				52	5	10	31	60	14	27	2	4	545	112	15	63	18	4	547	6,649	10	58	23	9	544
Female				38	12	32	20	53	5	13	1	3	550	104	32	52	14	2	551	6,437	21	54	19	6	548
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				1										5						236	13	50	26	11	544
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										1						110	3	47	36	14	540
Asian				0										1						186	30	52	16	3	551
Black or African American				0										4						378	6	43	30	21	539
Native Hawaiian or Pacific Islander				0										0						11	0	82	18	0	547
White				89	17	19	51	57	18	20	3	3	547	204	24	57	15	3	549	11,983	16	57	21	7	546
Two or more races				0										1						182	12	56	27	5	545
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				0										1						345	3	38	33	26	537
Former LEP student - monitoring year 1				0										0						25	44	52	4	0	554
Former LEP student - monitoring year 2				0										0						16	38	50	0	13	552
All Other Students				90	17	19	51	57	19	21	3	3	547	215	23	58	16	3	549	12,700	16	56	21	7	546
IEP																									
Students with an IEP				14	0	0	3	21	9	64	2	14	535	24	0	17	58	25	534	2,165	2	28	40	30	535
All Other Students				76	17	22	48	63	10	13	1	1	549	192	26	63	11	1	551	10,921	18	61	18	3	548
SES																									
Economically Disadvantaged Students				27	3	11	12	44	10	37	2	7	543	52	13	50	31	6	544	6,629	8	53	28	11	543
All Other Students				63	14	22	39	62	9	14	1	2	549	164	26	60	12	2	550	6,457	23	59	15	3	549
Migrant																									
Migrant Students				0										0						3					
All Other Students				90	17	19	51	57	19	21	3	3	547	216	23	57	16	3	549	13,083	15	56	21	7	546
Title I																									
Students Receiving Title I Services				18	1	6	7	39	9	50	1	6	540	27	4	41	48	7	541	3,550	8	49	33	11	542
All Other Students				72	16	22	44	61	10	14	2	3	549	189	26	60	12	3	550	9,536	18	59	17	6	547
504 Plan																									
Students with a 504 Plan				1										6						321	8	64	22	6	545
All Other Students				89	17	19	50	56	19	21	3	3	547	210	23	57	17	3	549	12,765	16	56	21	7	546

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2012 - Beginning of Grade 5 NECAP Tests

Grade 4 Students in 2011-2012

Mathematics Results

School: Great Falls Elementary School
District: Gorham School Department
State: Maine
Code: 1065-2632

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 554–580)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 540–553)

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

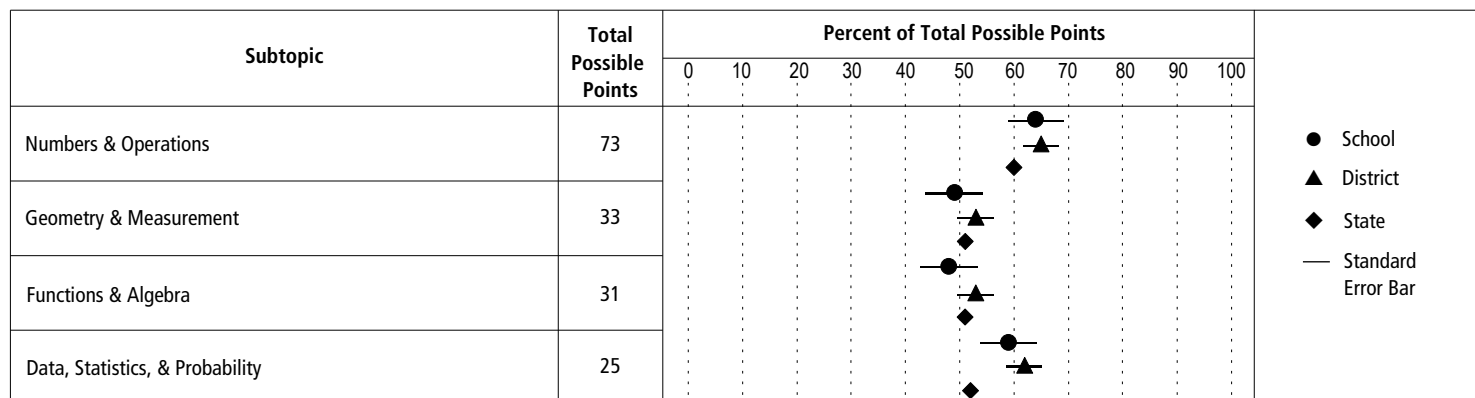
(Scaled Score 533–539)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 500–532)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11													
2011-12													
2012-13				90	18	20	40	44	20	22	12	13	545
Cumulative Total													
District													
2010-11				185	44	24	104	56	25	14	12	6	547
2011-12				189	34	18	112	59	21	11	22	12	545
2012-13				216	51	24	109	50	34	16	22	10	546
Cumulative Total				590	129	22	325	55	80	14	56	9	546
State													
2010-11				13,524	2,093	15	6,150	45	2,667	20	2,614	19	543
2011-12				13,440	2,207	16	6,438	48	2,439	18	2,356	18	543
2012-13				13,103	2,225	17	5,928	45	2,463	19	2,487	19	543
Cumulative Total				40,067	6,525	16	18,516	46	7,569	19	7,457	19	543





Fall 2012 - Beginning of Grade 5 NECAP Tests

Grade 4 Students in 2011-2012

Disaggregated Mathematics Results

School: Great Falls Elementary School
District: Gorham School Department
State: Maine
Code: 1065-2632

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				90	18	20	40	44	20	22	12	13	545	216	24	50	16	10	546	13,103	17	45	19	19	543
Gender																									
Male				52	9	17	21	40	13	25	9	17	543	112	20	51	18	12	545	6,660	17	45	18	20	543
Female				38	9	24	19	50	7	18	3	8	547	104	28	50	13	9	547	6,443	17	45	19	18	543
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				1										5						235	11	34	26	29	539
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										1						111	5	39	23	32	538
Asian				0										1						190	31	41	16	12	548
Black or African American				0										4						387	6	23	26	45	534
Native Hawaiian or Pacific Islander				0										0						11	9	55	9	27	543
White				89	18	20	40	45	20	22	11	12	545	204	25	50	17	9	547	11,987	17	46	18	18	544
Two or more races				0										1						182	12	50	15	23	541
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				0										1						359	3	21	25	52	532
Former LEP student - monitoring year 1				0										0						24	50	42	0	8	551
Former LEP student - monitoring year 2				0										0						16	44	25	25	6	551
All Other Students				90	18	20	40	44	20	22	12	13	545	215	24	51	16	10	546	12,704	17	46	19	18	543
IEP																									
Students with an IEP				14	0	0	2	14	3	21	9	64	530	24	0	17	33	50	530	2,168	3	23	23	51	533
All Other Students				76	18	24	38	50	17	22	3	4	547	192	27	55	14	5	548	10,935	20	50	18	13	545
SES																									
Economically Disadvantaged Students				27	2	7	12	44	5	19	8	30	540	52	13	44	15	27	540	6,646	8	41	23	28	539
All Other Students				63	16	25	28	44	15	24	4	6	547	164	27	52	16	5	548	6,457	26	49	15	10	547
Migrant																									
Migrant Students				0										0						3					
All Other Students				90	18	20	40	44	20	22	12	13	545	216	24	50	16	10	546	13,100	17	45	19	19	543
Title I																									
Students Receiving Title I Services				18	0	0	4	22	11	61	3	17	537	27	0	26	48	26	536	3,561	6	36	27	31	538
All Other Students				72	18	25	36	50	9	13	9	13	547	189	27	54	11	8	547	9,542	21	49	16	15	545
504 Plan																									
Students with a 504 Plan				1										6						321	11	46	22	21	542
All Other Students				89	18	20	40	45	19	21	12	13	545	210	24	50	16	10	546	12,782	17	45	19	19	543

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2012 - Beginning of Grade 5 NECAP Tests

Grade 4 Students in 2011-2012

Writing Results

School: Great Falls Elementary School
District: Gorham School Department
State: Maine
Code: 1065-2632

Proficient with Distinction (Level 4)

Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

(Scaled Score 555–580)

Proficient (Level 3)

Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle, and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

(Scaled Score 540–554)

Partially Proficient (Level 2)

Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

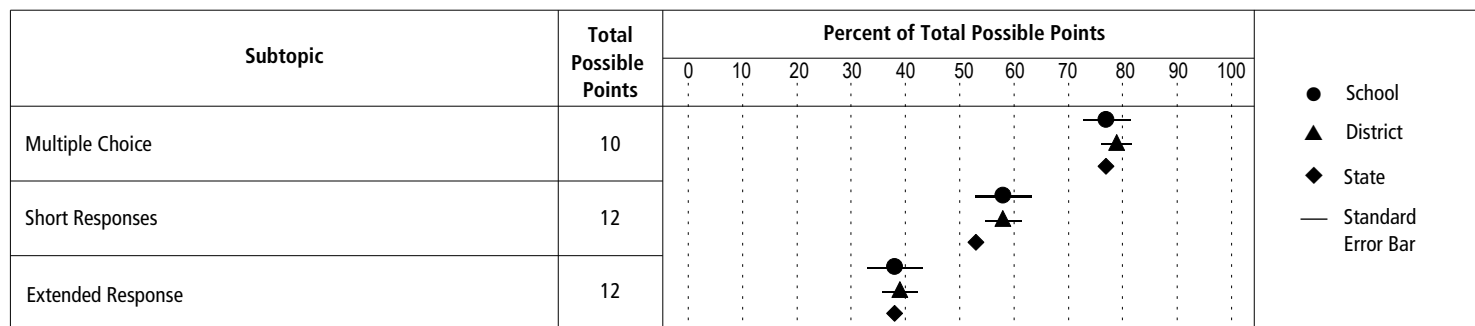
(Scaled Score 527–539)

Substantially Below Proficient (Level 1)

Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.

(Scaled Score 500–526)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11													
2011-12													
2012-13				90	10	11	34	38	36	40	10	11	540
Cumulative Total													
District													
2010-11				183	24	13	89	49	58	32	12	7	544
2011-12				188	8	4	67	36	92	49	21	11	538
2012-13				216	26	12	83	38	87	40	20	9	541
Cumulative Total				587	58	10	239	41	237	40	53	9	541
State													
2010-11				13,435	1,137	8	4,644	35	6,302	47	1,352	10	539
2011-12				13,395	771	6	4,637	35	6,069	45	1,918	14	538
2012-13				13,053	1,264	10	4,546	35	5,418	42	1,825	14	539
Cumulative Total				39,883	3,172	8	13,827	35	17,789	45	5,095	13	539





Fall 2012 - Beginning of Grade 5 NECAP Tests

Grade 4 Students in 2011-2012

Disaggregated Writing Results

School: Great Falls Elementary School
 District: Gorham School Department
 State: Maine
 Code: 1065-2632

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				90	10	11	34	38	36	40	10	11	540	216	12	38	40	9	541	13,053	10	35	42	14	539
Gender																									
Male				52	2	4	14	27	28	54	8	15	537	112	4	32	50	13	538	6,633	5	28	48	19	536
Female				38	8	21	20	53	8	21	2	5	545	104	20	45	30	5	545	6,420	15	42	34	9	542
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				1										5						235	9	26	51	14	537
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										1						111	4	24	45	27	533
Asian				0										1						188	20	44	29	6	545
Black or African American				0										4						378	6	24	45	25	535
Native Hawaiian or Pacific Islander				0										0						11	9	55	27	9	541
White				89	10	11	34	38	36	40	9	10	541	204	13	39	40	8	542	11,948	10	35	41	14	539
Two or more races				0										1						182	10	30	41	19	538
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				0										1						343	4	22	47	27	534
Former LEP student - monitoring year 1				0										0						24	25	58	13	4	548
Former LEP student - monitoring year 2				0										0						16	13	56	25	6	544
All Other Students				90	10	11	34	38	36	40	10	11	540	215	12	39	40	9	541	12,670	10	35	41	14	539
IEP																									
Students with an IEP				14	0	0	1	7	4	29	9	64	526	24	0	13	29	58	528	2,155	1	9	44	46	528
All Other Students				76	10	13	33	43	32	42	1	1	543	192	14	42	42	3	543	10,898	11	40	41	8	541
SES																									
Economically Disadvantaged Students				27	2	7	7	26	10	37	8	30	535	52	6	27	38	29	535	6,607	5	28	47	20	536
All Other Students				63	8	13	27	43	26	41	2	3	543	164	14	42	41	3	543	6,446	15	41	36	8	542
Migrant																									
Migrant Students				0										0						3					
All Other Students				90	10	11	34	38	36	40	10	11	540	216	12	38	40	9	541	13,050	10	35	42	14	539
Title I																									
Students Receiving Title I Services				18	0	0	1	6	15	83	2	11	533	27	0	11	81	7	534	3,542	5	25	50	21	535
All Other Students				72	10	14	33	46	21	29	8	11	542	189	14	42	34	10	542	9,511	12	38	39	12	540
504 Plan																									
Students with a 504 Plan				1										6						320	4	31	51	14	537
All Other Students				89	10	11	34	38	35	39	10	11	541	210	12	38	40	9	541	12,733	10	35	41	14	539

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

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